

**NOW THAT I KNOW WHO
THEY ARE, WHAT DO I DO?**



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Designing the Physical Arrangement of the Classroom

Classroom Environment-includes number of students, seating arrangements, lighting, amount of noise tolerated in the classroom, who instructs (teacher-assistant), peers, temperature, one-on-one, small groups, or whole group activities.

1. **Independent Work**-requires an area with minimum distractions. This area should be away from traffic, materials, time out and free time areas and should have individual desks to separate students.
2. **Group Work**-an area free from distractions where students can easily attend to the teacher.
3. **Free-time Activity**-specific rules for behavior should be in effect.
4. **A Time Out Area**-student should be relatively isolated from others.
5. **Storage Materials**-low-traffic area to avoid distractions and allow easy access.
6. **Teacher's Desk**-in a near-zero traffic area to safeguard personal property and confidential material.
7. **Notice Board**-a highly visible high-traffic area that will not divert attention during instruction.
8. **Supervision**-maximized by arranging room so all students are in the teacher's view.
9. **Quiet Time Areas**-used to calm down stressed or agitated students and should be as isolated as possible.

Rules as Antecedents in a Classroom

Planning Teacher Expectations

- Explicitly state rules-precise, practical, clearly stated, and behaviorally expressed
- Select functional rules-focus on student behaviors-responses that facilitate instruction and learning
- Establish classroom rules immediately-on the first day!
- Rehearse and review rules regularly
- Practice frequently broken rules-modeling and role play

Rules should be:

- **Definable**-be specific-What does a rule "look or sound" like?
- **Reasonable**-The rules should make sense to the students.
- **Enforceable**-You must be able to back them up.
- **Few in Number**-(5-6)-Pick only those rules that are important to you. Have the students help generate the rules.

Rules for making rules:

- If a rule doesn't seem to be a problem, discard it.
- Teach and review rules often.
- Don't post obvious rules.

- State rules in a positive way. What behaviors do you want to see?
- Keep rules clear and concise.
- Display rules publicly (at the student's eye level).
- Review rules regularly and edit them-not during a crisis situation.
- Apply rules consistently within and across students.

Structuring Routines

Routines-tell the students "how" to do the regularly occurring events in the classroom. Routines should be structured and consistent.

- handing in assignments (where/when)
- handing in homework (where/when)
- being excused to go to the bathroom
- sharpening pencils
- getting water
- lining up

Structuring Schedules

Schedules-tell the students when to do things. Schedules add predictability.

- can be whole group or individual
- take into account students' attention spans
- students can have input-if possible
- should be publicly displayed
- use the Premack Principle

Premack Principle-HPB (high probability behaviors) should follow LPB (low probability behaviors). Grandma's rule: "You can have cake after you eat your peas." Structure the classroom schedule so that high probability behaviors such as computers, recess, learning centers, or free time, are contingent on low probability behaviors such as math, spelling, or reading.

Teacher Notebook

Teacher Notebooks should include:

- Anecdotal notes and events
- Current IEP goals
- Academic summary section
- Behavioral summary section
- General information
 - Phone numbers
 - Birth dates
 - Important medical information
 - Parents' or guardians names and work numbers

Providing Instructional Structure

Systematic Instruction- An important antecedent control technique in the classroom that involves how instruction of academic and social behavior is delivered. Systematic or direct instruction involves:

Task Analysis-process of breaking down a complex behavior into it's simplest components. Each component is demonstrated and students are given the opportunity to practice each component.

Ex: How to approach another student on the playground and engage in a conversation.

Walk up to student

Smile

Look student in the eyes

Ask a simple question

Listen to student's answer

Respond with a smile and another question or statement

Shaping- process of reinforcing successive approximations of desired behaviors through differential reinforcement and shifting criterion.

Prompting- providing the student with specific cues or prompts that assist the student in performing a target behavior or task.

Most Intrusive	<u>Manual</u> -physically guide the student through
	<u>Model</u> -show student how to do the task
	<u>Explain</u> -tell the student how to do the task
	<u>Illustrate</u> -show a picture or example of the completed task
Least Intrusive	<u>Cue</u> -provide a simple verbal command or directive that tells the student to complete the task

Appropriate Materials and Activities- it is important to plan and implement academic and social behavior lessons that involve functional and age-appropriate materials and classroom activities. Selecting relevant materials and activities is crucial.

Instructional Structure: Delivering Instruction

- Schedule-to provide predictability
- Instructional objectives-to serve as a "road-map" for students as to what they are learning
- Teaching to mastery-give sufficient time and appropriate teacher assistance, feedback and practice
- Continuous monitoring of student performance
- Rates of success-insure that antisocial students experience an adequate rate of academic success
- Pacing-should be fast to keep student attention, but not too fast
- Planned variation of instruction-use many strategies to keep student attention
- Establishing independent routines-for activities that students complete by themselves
- Teacher-Student interactions-an adequate balance between teacher-and student-initiated interactions (approximately 7 teacher to 3 student)
- Academic engagement-fewer behavior problems occur when students are fully engaged
- Managing student errors-in a systematic, timely and positive manner. Correct to incorrect student responses should be 7:3
- Shaping student responses-through frequent use of reinforcement

Preventing Problem Behavior During Instruction

- Implement classroom expectations or rules-students need reminders, prompts and consistent feedback
- Frequently acknowledge cooperative students-calling attention to the appropriate behavior provides a model for the rest of the class
 - Watch for opportunities to praise students
 - Distinguish between praise for cooperation and praise for academic skill acquisition. Both should be acknowledged equally
 - Contact all students
- Establish consequences for students who do not comply with rules
 - Negative sanctions for rule infractions should be avoided whenever possible
 - Consequences should always be designed to function as correction procedures
 - A correction plan should contain a series of steps in which the least intrusive measures are used first and more intrusive measures come to play only if the problem behavior persists
 - Remove attention from the student who is displaying inappropriate behavior and acknowledge other students nearby who are exhibiting the expected behavior
 - Re-direct the student to the expected behavior with a gesture or a verbal prompt, cite the rule being violated and acknowledge subsequent cooperation

- Secure the student's attention and clearly inform him or her of the expected behavior, provide immediate opportunities for practice and acknowledge the changed behavior when it occurs
- Deliver a brief warning by providing an opportunity for the student to choose between displaying the expected behavior and experiencing a penalty or loss of privilege
- Deliver the penalty or loss of privilege in a matter of fact manner. Do not argue with the student (alpha commands)
- Establish a classroom entry activity-to provide a focus for the student
- Keep initial explanations brief-if several pieces of information must be presented they should be distributed over the instructional period
- Secure all student's attention before beginning explanations-position yourself so students can see your face. Use a signal to gain students' attention
- Catch problems early
 - Students learn that the teacher is serious about implementing the expected behaviors
 - The behavior may be prevented from escalating
 - The procedure may prevent other students from joining in with the inappropriate behavior
- Plan for difficult transitions-antisocial children have difficulty with transitions
- Use direct speech-language should be simple, respectful and as direct as possible
- Avoid dead time-alternate activities should be ready for students who finish an activity early

- Settle students down near the end of each period

Pre-Correction

- Identify the context and the likely problem behavior
- Specify expected behaviors
 - Describe expected behavior in observable terms
 - Select incompatible behaviors
 - Select behaviors that are functional replacements for the problem behavior
- Modify the context
- Conduct behavioral rehearsals
- Provide strong reinforcement for expected behaviors
- Prompting expected behavior
 - Acknowledge target students immediately
 - Provide reminders
 - Use correction procedures
 - First occurrence-ignore
 - Second occurrence-gesture then model expected behavior
 - Third occurrence-present a verbal warning
- Monitoring the plan

- Create a checklist that contains a description of what the teacher will do at each of the seven steps of the pre-correction procedure
- Provide a record of the student's performance. Collect data on a regular basis to determine if the procedure is effective in reducing the problem behavior and increasing the expected behavior.

Walker, H. M., Colvin, G., & Ramsey, E. (1995). Antisocial behavior in school: Strategies and best practices. Pacific Grove, CA: Brooks/Cole.

Interactions between Teacher and Student

- Respect your students' age and ability- your vocabulary, syntax, tone of voice, and body language affects your students. Don't talk down to your students.
- Speak in concrete terms-with young children or disabled children, their receptive language is often more developed than their expressive language. Use vocabulary and syntax that is slightly more sophisticated than the children are producing.
- Balance approval and disapproval-set up a positive classroom environment. Establish positive interactions with students by stressing praise and building negative feedback. You must disapprove of some behaviors (e.g., hitting other students, classroom disruptions) but keep the ratio of + to - at 4:1.
- Praise-use the child's name, give a brief description of what the child accomplished and a compliment.
- Disapproval- use the child's name, give a brief description of the problem, and a suggestion for an alternative behavior.

Alpha and Beta Commands

Use alpha commands and eliminate beta commands.

- Alpha commands:
 - Clear, concrete, and specific
 - Minimal amount of words
 - Reasonable amount of time for behavior to occur

- Beta commands:
 - Vague
 - Wordy
 - Often convey feelings of anger or frustration
 - May contain many sets of directions

Examples:

Alpha Command: Karen, as soon as you correctly complete this assignment, you may go to recess. Show it to me when you are finished.

Beta Command: Karen, you never finish your work on time. What are you doing while the other students are doing their work? Nobody else in this class has this problem. That's it, you've missed recess, again! You know you act just like your brother when he was in my class. Am I going to have to call your mother? Now, I want you to go to your desk, take out your book, finish this assignment, and do it correctly. I don't want to hear a sound out of you until you are finished. Do you understand, now get busy!

Interactions between Students

Major emphasis is on encouraging, promoting, and reinforcing positive interactions between students to foster positive classroom environments and appropriate behaviors of the students. In special education, interactions with nondisabled students should occur as often as possible. Provide appropriate role models--heterogeneous cooperative learning groups.

Teach Self-control

Description: Behaviors and strategies that an individual uses to achieve self-selected outcomes.

Includes:

- Self-monitoring- observing and recording one's own behavior.
- Self-evaluation- Process where students compare their behavior to a self or externally determined standard and render a judgment regarding the quality and acceptability of behavior.
- Self-reinforcement-Process where students select and administer their own positive consequences contingent upon their own behavior
 - Planning
 - Implementation

Guidelines for the Implementation of Self-control Strategies

- Define the target behavior
- Provide a rationale for self-control
- Develop a self-control system
- Provide direct instruction
- Monitor accuracy
- Fade overt procedures
- Program for generalization

TIME-OUT

TIME-OUT FROM POSITIVE REINFORCEMENT

Time-out is reducing inappropriate behavior by denying the student access, for a fixed period of time, to the opportunity to receive reinforcement.

Types

- A. Exclusionary Time-out- denying access to reinforcement by removing a student from an ongoing activity (planned ignoring, ribbon removal, tones, lights out, heads on desk).
- B. Contingent Observation-student is on the edge of the activity. They can see what's going on, but they can't participate.
- C. Seclusionary Time-out- removing the student from the instructional setting as a means of denying access to reinforcement.

Guidelines for using seclusionary Time-out

- Before beginning to use time-out as a management procedure, identify the behavior(s) that will result in use of a time-out procedure. Be sure the students understand the behavior. Explain the behavior expected of students while they are in time-out. Tell them how long the time-out period will last.
- When misbehavior occurs, re-identify it. Tell the student in a calm manner, "That is fighting. Go to time-out for...minutes." No other conversation should ensue. Ignore any statements the student may make as an excuse for misbehavior or relating to feelings about time-out. If necessary, lead the student to the time-out area. If the student resists:
 1. gently but firmly lead the student to time-out.
 2. be prepared to add time to time-out if the student refuses to go or yells, screams, kicks, or turns over furniture.

3. require the student to clean up any mess resulting from resistance to time-out before the student may return to classroom activities.
 4. be prepared to use a back-up consequence for students who refuse time-out.
- Once a student enters the time-out area, the time begins. Check your watch or set a timer.
 1. release contingent on a specified period of appropriate behavior.
 2. release contingent on a minimum duration of time-out, with an extension until all inappropriate behavior has terminated.
 3. release contingent on a minimum duration of time-out, with a specified extension during which no inappropriate responses are exhibited.
 4. time-out is most effective if used between 5 and 15 minutes.
 - Once the time interval has ended, return the student to the previous appropriate activity. Do no comment on how well the student behaved while in time-out.

Guidelines for Seclusionary Time-out rooms.

- A. Be at least 6 x 6 in size.
- B. Be properly lighted.
- C. Be properly ventilated.
- D. Be free of objects and fixtures with which children can harm themselves.
- E. Provide the means by which an adult can continuously monitor, visually and auditorily, the student's behavior.

Monitoring the use of Time-out

- A. Keep records that include the:
 1. student's name
 2. episode resulting in the student's placement in time-out
 3. time of day the student was placed in time-out
 4. time of day the student was released from time-out
 5. total time in time-out
 6. type of time-out
 7. student's behavior during time-out

Questions to ask before using time-out

- A. Have more positive procedures been considered?
- B. Have both nonseclusionary and seclusionary time-out procedures been considered?
- C. Can time-out be implemented with minimal student resistance?
Can the teacher handle the resistance?
- D. Have the rules of appropriate behavior and the results of misbehavior been clearly explained and understood?
- E. Have the rules of behavior while in time-out been clearly explained and understood?
- F. Have district regulations concerning the use of time-out procedures been reviewed and complied with?
- G. Will appropriate behavior be reinforced in conjunction with the use of time-out?

Disadvantages to using Time-out

- A. Can evoke aggressive responses.
- B. Legal implications-you can be sued in some states if not done correctly. It is banned in some states.
- C. Public reaction is often negative if they misread what you are doing.
- D. Time-out alone does not teach kids what they are supposed to do.



CHAPTER 3 ACTIVITIES



THINK ABOUT IT

Use the following chart to evaluate your familiarity with the material presented in this chapter. When you have completed this activity, enter reminders about the tasks you wanted to reread or discuss into your planning calendar.

Figure 3.9 Reproducible Form

	The information was not applicable to my situation.	The information was familiar. I consistently implement the strategies presented.	The information was useful. I should reread this task at least once more this year.	Some of the information was new. I should reread this task within a month.	Much of the information was new. I should discuss it with my supervisor or with other paraeducators.
TASK 1: Become familiar with some basic concepts related to behavior.	0	1	2	3	4
TASK 2: Be clear about what is expected of the students and what is expected of you.	0	1	2	3	4
TASK 3: Actively monitor student behavior.	0	1	2	3	4
TASK 4: Reinforce responsible student behavior.	0	1	2	3	4
TASK 5: Respond to irresponsible student behavior in ways that will help students learn to behave more responsibly.	0	1	2	3	4
TASK 6: Understand some basic concepts related to information-based decision-making.	0	1	2	3	4
TASK 7: Prevent (and/or deal effectively with) student non-compliance.	0	1	2	3	4

(NOTE: On pages 205-210, in the back of the book, you will find a complete chart of all the tasks in the book. You may wish to summarize the information from each individual chapter on this single chart.)

Figure 3.3

GENERAL QUESTIONS REGARDING EXPECTATIONS

Communicating expectations to students

- Should I teach students the behavioral expectations or have they already been taught what is expected of them?
- If students have already been taught the expectations, should I review them?
- If I am to teach or review expectations, how much time should I spend and what methods should I use?

Monitoring student behavior

- Am I the only adult monitoring this activity?
- What method(s) should I use to monitor the students?
- What specific behaviors/situations am I supposed to monitor?
- What situations/events, if any, should I be prepared for or especially vigilant about?

Reinforcing responsible student behavior

- Are there particular behaviors or expectations that I should try to notice and praise?
- Are there ways of providing praise (positive feedback) that these students are particularly responsive to? that they are particularly unresponsive to?

Responding to (correcting) student misbehavior

- If a student misbehaves, how should I respond? (NOTE: You may wish to ask this as a series of "What if a student _____?" questions.)
- Are there particular correction strategies that I should use with specific misbehaviors?
- Are there any particular correction strategies that I should avoid using?

CHAPTER 4 ACTIVITIES



THINK ABOUT IT

Use the following chart to evaluate your familiarity with the material presented in this chapter. When you have completed this activity, enter reminders about the tasks you wanted to reread or discuss into your planning calendar.

Figure 4.2 Reproducible Form

	The information was not applicable to my situation.	The information was familiar. I consistently implement the strategies presented.	The information was useful. I should reread this task at least once more this year.	Some of the information was new. I should reread this task within a month.	Much of the information was new. I should discuss it with my supervisor or with other paraeducators.
TASK 1: Know the procedures and expectations for each common area	0	1	2	3	4

Figure 4.1: Reproducible Form

Common Area Supervision: Procedures and Expectations

Area: _____

Supervisor: _____ Time: _____

BASIC PROCEDURES:

- While I am on duty, where should I leave personal possessions (e.g., purse, teaching materials)?
- What tools are needed for supervising this area (e.g., walkie-talkie, whistle, clipboard)? Where do I get these tools? Where do I store these tools at the end of the supervision period?
- Are there any forms, recording sheets, or other paperwork I should have with me? If so, how do I use these materials?
- If I notice vandalism or other damage in the setting, to whom and when do I report it?
- Other considerations:

EMERGENCY PROCEDURES:

- How do I let the office know that an emergency situation exists?
- What is the backup plan if the first communication procedures do not work?
- What do I do if there is a fire drill?
- What are the "lockdown" procedures and/or "safe zones" for students (e.g., if there is a report that someone has a weapon)?

Figure 4.1: Continued

- What are the natural disaster procedures (e.g., tornado plans)?
- Who do I contact about a health emergency? What are the procedures?
- Who do I contact for other possible emergency situations (e.g., a suspicious acting stranger is just outside the boundary of the playground)? What are the procedures?
- What do I do if two students are physically fighting?

BEHAVIORAL AND SUPERVISORY EXPECTATIONS:

- Where and how do students enter the setting? Do I have any special responsibilities for assisting with students' entry?
- How do students demonstrate appropriate behavior in this setting?
(NOTE: This may be especially complex on playgrounds.)
- Are there areas/situations to which I should plan on paying particular attention (e.g., known trouble spots)?
- What predictable misbehaviors should I be prepared to correct?
- What correction procedures/corrective consequences are recommended for this setting? not recommended and/or specifically to be avoided?
- How do students exit this setting? What are my responsibilities for dismissing students or helping with the transition? (e.g., do I have to watch dismissal time, or is there a bell or some other cue?)
- Have the behavioral expectations for this setting been taught to students? What responsibility do I have in terms of communicating (e.g., teaching, reviewing) the expectations to students?

CHAPTER 5 ACTIVITIES



THINK ABOUT IT

Use the following chart to evaluate your familiarity with the material presented in this chapter. When you have completed this activity, enter reminders about the tasks you wanted to reread or discuss into your planning calendar.

Figure 5.8 Reproducible Form

	The information was not applicable to my situation.	The information was familiar. I consistently implement the strategies presented.	The information was useful. I should reread this task at least once more this year.	Some of the information was new. I should reread this task within a month.	Much of the information was new. I should discuss it with my supervisor or with other paraeducators.
TASK 1: Know the procedures, materials, and what is expected of you.	0	1	2	3	4
TASK 2: Know the behavioral expectations for students.	0	1	2	3	4
TASK 3: Teach the behavioral expectations to students (as needed).	0	1	2	3	4
TASK 4: Use effective instructional techniques.	0	1	2	3	4
TASK 5: Manage student behavior effectively.	0	1	2	3	4

(NOTE: On pages 205-210, in the back of the book, you will find a complete chart of all the tasks in the book. You may wish to summarize the information from each individual chapter on this single chart.)

Small Group Work: Procedures and Expectations

Small Group: _____

Supervisor: _____ Schedule: _____

1. What time does the group begin and what time does it end?

2. What are my responsibilities in terms of getting students to the group? from the group?

3. What instructional materials will I be using? How will I be trained to use the materials effectively?

4. How much preparation time is required to get ready for each lesson? When do I do that preparation (right before the scheduled group time, right after to prepare for the next day, at the end of the day)?

5. What are the procedures and what are my responsibilities in terms of students' daily assignments and/or homework?

6. What supplies will I need each day? What supplies will students need each day? Where do I get the supplies and where do I store them?

Figure 5.2: Reproducible Form

7. What are my responsibilities in preparing for a substitute in the event I am not at school?
8. What small group rules am I expected to use?
9. How do I signal students that I need their attention?
10. What are my "housekeeping" responsibilities (getting ready; attendance, etc.)?
11. What procedures do you want me to use to prompt and reinforce responsible behavior?
12. What procedures do you want me to use for correcting misbehavior?
13. What is my responsibility in terms of communicating the behavioral expectations to students?
How am I to teach and/or review the expectations?
14. What exactly are my responsibilities in terms of providing feedback on student performance?

Figure 5.3: Reproducible Form

CHAMPs Expectations for Students During Small Group

Group: _____

Supervisor: _____ Schedule: _____

CONVERSATION

Can students engage in conversations with each other during this activity?

If yes, about what?

With whom can they speak (how far away)?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

What should they do while they are waiting?

If the teacher is in the room, and a student asks permission to speak to him/her, is that acceptable or not?

ACTIVITY

What is the type of activity (direct teaching-question/answer, group work, independent work, pair practice? (NOTE: This may vary from day to day.)

Figure 5.3: Reproducible Form

M O V E M E N T

Can students get out of their seats (leave the group) during this activity?

If yes, acceptable reasons include:

Pencil Restroom
Drink Hand in/pick up materials
Other:

Do they need permission?

P A R T I C I P A T I O N

What behaviors show that students are participating fully and responsibly in this part of the lesson?

What behaviors show that a student is not participating?

Figure 6.1: Reproducible Form

CHAMP Expectations for Students During Independent Work

Group: _____

Supervisor: _____ Schedule: _____

CONVERSATION

Can students engage in conversations with each other while doing their work?

If yes, can they compare answers?

With whom can they speak (how far away)?

How many students can be involved in a single conversation?

How long can a conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the type of activity (answering study questions, boardwork, writing in journals)?

(NOTE: This may vary from day to day.)

Figure 6.1 Continued

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

Pencil Hand in/pick up materials

Drink Restroom

Other:

Do they need permission?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

Figure 6. 2: Reproducible Form

Independent Work Supervision: Procedures and Expectations

Supervisor: _____ Schedule: _____

What responsibilities, if any, do I have in addition to supervising the students who are working independently?

What are my responsibilities in terms of communicating (i.e., teaching and/or reviewing) the behavioral expectations to students? Exactly how am I to teach and/or review the expectations?

Exactly how am I expected to monitor the students while they are working independently?

Exactly how am I expected to provide help and/or academic assistance to students while they are working independently?

Exactly what reinforcement procedures should I use to encourage responsible student behavior?

What correction procedures should I use to respond to student misbehavior? Are there procedures I should avoid? Are there specific corrective consequences for specific misbehaviors?

Exactly how should I give you (the teacher) information on the students' behavior during the independent work times?

Exactly how should I give you (the teacher) information on the students' academic performance during the independent work times?



POWER STRUGGLES: What can we do about them?

I. Increase Our Understanding of the Issue

ASSUMPTIONS

1. Behavior is learned and serves a function (e.g., power/control, avoidance, attention, acceptance)
2. It takes two people to escalate a power struggle. You have most control over the environment and your own behavior. You have least control over the student's behavior. *Focus on what you have control over.*
3. Fair does not equal the same. Fair is giving everyone what they need.

MISCONCEPTIONS

- We need to fix the students if they are resistant - something is wrong with them.
- If punishment doesn't work, just use more of it!
- If the teacher has a bad day, it is the student's fault.

II. Change Our Behavior: Avoiding and Preventing Power Struggles

1. Build Positive Relationships (Get to know our students)
 - a. Get to know and like the students
 - b. Find the students' interests, strengths and positives attributes.
2. Create a safe, secure environment where there are routines, limits and boundaries. Make it safe for them to try things - make it ok for them to fail and try again. Reduce/avoid situations where you have to say "no".
3. PRAISE, PRAISE, PRAISE!!! (5 positives to every one negative)
4. Get students invested in the goals and what steps are needed to get them there. Get class input on how to accomplish class goals.
5. Pick your battles!! Decide and focus on what is really important.
6. Offer choices (make sure the choices offered will still meet your goal for them)
7. Expectations and consequences should be clearly defined from day one.
8. Look for the function of power struggles and engage student in coming up with a plan to get needs met in a positive way.
9. Ask a student to do something and then turn and walk away. Come back and check in a few minutes to avoid the power struggle.
10. Change things up if they are not working. Make small changes and don't expect huge results at first. Take things one step and one goal at a time. This starts the momentum for more change.



